

California Postsecondary Education Commission

Improving Teacher Quality State Grants Program

Project Description

Project Title	UCLA Science Project Teacher Retention Initiative		
Grant Amount: \$334,000	Grant Period: February 1, 2007 to January 30, 2011		
Grade Level: 7-12	Subject Matter: Science		
Institute of Higher Education	<input type="checkbox"/> UCLA		
Local Education Agency	<input type="checkbox"/> LAUSD		
Additional Partners:	<input type="checkbox"/>		
Need for Project/ Population To Be Served:	<p>Need statement: Fremont High School, a current UCLA-LD7 Content Literacy Partnership HS and two of its feeder middle schools, Edison and John Muir all have extremely young departments, switch classrooms every two months and have few real science facilities. Only a few science teachers are bilingual or skilled in the needs of English Language Learners. Due to the revolving door of teachers, there is a consistent need for re-teaching of new techniques. Student populations are at least 75% Latino and the remaining students are African American, 47% of which are designated ELL. Almost 1/3 of the students are considered transient, making it difficult for them receive a consistent education. Students in the target schools often receive less than adequate support from their teachers, who are often not fully credentialed or do not have a legally recognized certificate or credential for the courses that they are assigned. Some of the best science teachers trained in literacy and student centered techniques have recently left to go to suburban or charter schools, where their talent is appreciated and validated by their peers and administration.</p>		
Project Goals:	<p>To increase the retention rates of middle and high school science teachers within the 3 target schools by building strong professional learning communities, which will support each other through curriculum development, implementation, assessment and peer review. Through engaging teachers in professional conversations to help them better understand their students and the community, we hope to change teachers' beliefs about their students' abilities and give them a positive outlook about teaching at their schools. By strengthening the teachers' content knowledge, pedagogy, support base, belief system, classroom success, leadership skills and validation by their peers and administration, we hope that more science teachers will choose to seek out and remain at struggling schools within LD7.</p>		
Summary of Activities:	<p>In their Professional Learning Communities, teachers will conduct lesson studies and assess student work for program improvement. Learning Communities will also collaborate with one another on site and online to create engaging lessons that will include a variety of literacy strategies and scaffolding to increase student success through the grade levels. Participants will receive trainings to increase their knowledge of science content and pedagogy, class management, science curriculum development and implementation, online mentoring programs, and career advancement. Participants will be encouraged and supported to take on leadership roles in PD facilitation, online mentorships, local and regional conferences and science fairs and apply for National Board Certification when eligible.</p>		
Outcomes Expected:	<p><input type="checkbox"/> Teacher participation in both professional development activities and professional learning communities will provide professional support, encouragement and community that enables effective teaching and generates long term commitments to the students and schools where they practice.</p>		
Teachers Served	123	Students Served	16112
Project Website:			
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